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ABSTRACT

The case description of an adult education program in Saudi Arabia contained in this document is part of a set that reflects a cooperative effort by adult educators to increase international understanding of various educational programs for adults in their societal context. A face sheet provides this information: name, organization, and address of the person who prepared the case description; program name or title; type of program; type of organization with which the case program is associated; and basic characteristics of service. The case description, entitled Illiteracy Eradication and Adult Education, discusses the Arabian government's first 5-year plan for the eradication of illiteracy (1970-1976) and the first half of a 20-year plan (1975-1985). In addition to the case description, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (YLB)

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ED311183

WORLD PERSPECTIVE CASE DESCRIPTIONS ON EDUCATIONAL PROGRAMS FOR ADULTS: SAUDI ARABIA

AUGUST 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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August, 1989

WORLD PERSPECTIVE CASE DESCRIPTIONS OF EDUCATIONAL PROGRAMS FOR ADULTS

PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following

the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council

for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina
2 - Australia
4 - Cameroon
5 - Canada
6 - China
7 - Chile
9 - Czechoslovakia
13 - Finland
15 - Germany, Federal Republic
16 - Ghana
17 - Greece
19 - Hong Kong
20 - Hungary
21 - India
22 - Ireland
23 - Israel
24 - Italy
23 - Israel
24 - Italy
25 - Japan
26 - Korea, Demo. People's Republic
29 - Netherlands
30 - Nigeria
31 - Norway
33 - Portugal
34 - Saudi Arabia
35 - St. Lucia
36 - Sweden
37 - Switzerland
38 - Tanzania
40 - United Kingdom
41 - United States
42 - Union of Soviet Socialist Republics
45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page

consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.

B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.

C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.

D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).

E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).

F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.

H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.

I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.

J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.

K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.

L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.

M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
Dusan Savicevic

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CASE DESCRIPTIONS - BY COUNTRY

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*1A/1-8	ARGENTINA	Overview	Adult Education in Latin America	Isabel Hernandez
*1B/1-7		Disadvantaged	Education and Elders	Isabel Hernandez
2A/1-26	AUSTRALIA	Agriculture	Farm Manage. Home Study Program	Barry O'Neill
2B/1-10		Citizen	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2C/1-11		Disadvantaged	School for Seniors	Olga Benham & Sue Vickers
2D/1-16		Disadvantaged	Community Living Project	Kath Bleechmore
2E/1-12		Disadvantaged	Learning for the Less Mobile	Judith Elsworth
2F/1-9		Disadvantaged	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15		Disadvantaged	Women's Access Prog.	Helen Lanauze
2H/1-37		Disadvantaged	Aboriginal Vill. Comm.	Natascha McNamara
2J/1-12		Family	Marriage Enrichment	David Kerr
2K/1-22		Health	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
2L/1-9		Higher	Preparatory Studies	Michael Crock & Caroline Cottman
2M/1-15		Leisure	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow
2N/1-9		Leisure	CCE Community Education Program	Bettina Fiegel
2P/1-15		Literacy	NSW Board of Adult Ed.--Literacy	Rosie Wickert

*New cases received since March 1988.

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
2Q/1-10	AUSTRALIA	Personal Citizen	Carringbush Library	Marian Letchen
2R/1-11		Professional, Other	Refresher Ed. for Company Directors	John Brady
2S/1-12		Professional, Other, Family Citizen	Social Developer's Network	Ned Iceton
2T/1-6		Professional, Other	Welcare Program	J. A. McDonell
2U/1-5		Professional, Tech.	CPE for Veterinarians	D. Bryden
2V/1-17		Professional, Tech.	Country Pediatric Program	Hank Duyverman
2W/1-27		Workers	Trade Union Postal Courses Scheme	Elizabeth Bluff
2X/1-11		Workers Literacy	Workplace Basic Ed. Project	Jude Newcombe, et al.
*2Y/1-2		Literacy	Adult Migrant Education	William McGrath
*2Z/1-11		Personal	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell
4A/1-11	CAMEROON	Agriculture	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18		Agriculture	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba

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5A/1-10	CANADA	Citizen	Buchans Community Trans. Proj.	David Curran
5B/1-16		Citizen Workers	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11		Health Workers	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
5D/1-8		Higher	Distance Ed. at U. Victoria	Margaret Haughey
5E/1-20		Literacy	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10		Literacy	East End Literacy	Elaine Gaber-Katz
5G/1-45		Literacy	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
5H/1-22		Other	Residential AE in Canada	Wenda Abel
5J/1-16		Professional, Tech.	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18		Professional, Tech.	CPE Program for Family Physicians	Penny A. Jennett
*5L/1-13		Literacy	International: Literacy and Development	James A. Draper
*7A/1-29	CHILE	Agriculture	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12		Agriculture	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
6A/1-18	CHINA	Overview	Chinese Adult Education--At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25		Overview	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*6C/1-6	CHINA	Overview	Adult Education in Beijing Municipality	Fu Youren
*6D/1-8		Higher	A University Without Campus	Lin Jun
*6E/1-9		Workers	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*6F/1-40		Overview	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	CZECHOSLOVAKIA	Overview Workers	Czechoslovakian Adult Education	Kamil Skoda
*9B/1-12		Other	House of Culture and Its Function in Adult Education	Pavel Hartl
13A/1-17	FINLAND	Other	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4		Other	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6		Other	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10		Professional, Other	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
13E/1-6		Workers	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10		Workers	School for Teaching ADP	Markku Suortamo
13G/1-4		Workers	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5		Workers	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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15A/1-11	GERMANY, FED. REP.	Agriculture	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
15B/1-11		Citizen	State Center for Political Ed.	Siegfried Schiele
15C/1-19		Health Family Personal Other	Catholic Ed. Organ.	Peter Muller
15D/1-18		Health Family Personal	Adult Ed. Center	Gabriele Werner
15E/1-14		Personal Disadvantaged	Voc. & Social Integration for Turkish Women	Susanne Meyder
15F/1-15		Professional, Tech.	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13		Professional, Tech.	In-service Training at Busch	Peter Kilgenstein
15H/1-17		Professional, Other Higher Personal	Courses by Radio	Peter Schmoock
15J/1-17		Professional, Tech. Professional, Other Higher	CE Center at Univ. of Tubingen	Rainer Funke
15K/1-11		Secondary	Evening High School	H. Taigel

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15L/1-11	GERMANY, FED. REP.	Workers	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
15M/1-15		Workers	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17		Workers Professional, Tech.	Human Resource & Organ. Dev.	Colin A. Guthrie
*15P/1-11		Personal	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
16A/1-9	GHANA	Professional, Other	Training Teachers by Distance Education Methods	Joe K. Ansere
16B/1-33		Workers	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*17A/1-18	GREECE	Professional, Other	In-service Teachers Training in Greece	Michael Kassotakis
19A/1-6	HONG KONG	Literacy	Literacy Program	Grace Mak
*20A/1-19	HUNGARY	Personal	Protecting Our Environment	Mihaly Sari
*20B/1-33		Workers	Realities of Our Time	Matyas Durko
21A/1-33	INDIA	Literacy	Literacy Program	R. Jayagopal
21B/1-4		Literacy	Punjab Association	R. Jayagopal

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21C/1-6	INDIA	Workers	National Council for Hotel Management and Catering Technology	R. Jayagopal
*21D/1-4		Health Family Citizen	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22A/1-14	IRELAND	Agriculture	Certification in Farming	Michael Hassett
22B/1-10		Citizen Professional, Other	Training of Comm. Enter. Animateurs	Tom Collins
22C/1-16		Family	Family Life Education Premarriage	Liam McCarthy
22D/1-16		Family Other	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22E/1-13		Health	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22F/1-10		Professional, Other	Extra-mural Studies	Mary Kett
22G/1-13		Other	Maynooth Adult Daytime Education	(MADE)
22H/1-13		Other	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22J/1-10		Higher Personal Other	Irish Language TV Program	John MacMahon
22K/1-11		Professional, Other	Extra-mural Studies in Basic Counseling	Muireann Conaty

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22L/1-24	IRELAND	Professional, Other	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16		Professional, Other	Training Part-Time Ad. Ed. at Local Level	James Marsden
22N/1-14		Professional, Other	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11		Professional, Other Health	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22Q/1-12		Workers	Diploma in Manag. & Industrial Relations	John Ryan
23A/1-14	ISRAEL	Family Citizen	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*23B/1-6		Literacy	Comparative Analysis of Literacy Education	Rachel Tokatli
24A/1-11	ITALY	Citizen	Public and Library: A Plan for the Education of Adults	Paolo Federighi
24B/1-10		Citizen Other	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11		Citizen Personal Other	Center for Cont. Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11		Citizen Other	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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24E/1-10	ITALY	Other	Adult Education in Bologna	Mario Ricci
24F/1-18		Overview	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
24G/1-11		Personal	Provincial Administration of Moderna	Vanna Tori
24H/1-6		Personal	University of the Third Age-Orvieto	Lucio del Corno
*24J/1-6		Personal Citizen	Mass Media and Adult Education in Sardenia	Fabio Masala
25A/1-32	JAPAN	Citizen	Ed. and the Integration of Community Services	Kazufusa Moro'oka
*25B/1-13		Leisure	Citizen's Learning Network	Miwa Toko
*25C/1-20		Higher	The Founding of a University for Senior Citizens	Takashi Fukuchi
26A/1-12	KOREA, DPR	Overview Workers	Overview	Nam Jin U
29A/1-17	NETHERLANDS	Literacy	Open School	Maatje Balde
29B/1-17		Literacy	Study House for Adults	Emmy Wilson
29C/1-18		Literacy	Dutch as a Foreign Language	Emmy Wilson
29D/1-20		Literacy Disadvantaged	Dutch as a Foreign Language	E. R. T. Zuidhoff

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29E/1-17	NETHERLANDS	Other	Television Academy	Anja Dircken
29F/1-20		Professional, Other	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10		Professional, Other	In-service Occupational Training	R. Zuidhoff
29H/1-16		Professional, Tech.	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16		Professional, Tech.	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19		Professional, Tech.	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19		Professional, Tech.	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13		Professional, Tech.	Improvements in Medical Practice	I. W. Dresscher
29N/1-9		Professional, Tech.	Practical Neurology	I. W. Dresscher
29P/1-23		Professional, Tech.	Medical Specialists	Bea Oosting
29Q/1-8		Workers	Occupational Retraining in Office Skills	Maatje Balde
*29R/1-28		Literacy	Language School for Refugees	E. Stark
*29S/1-17		Personal	Assertivity Course	G. Nijhof

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*29T/1-18	NETHERLANDS	Personal	Pre-Retirement Education	B. van Straalen-van Waard
*29U/1-20		Workers	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18		Workers	Management and Computer Education for Re-entry Women	E. Stark
*30A/1-50	NIGERIA	Literacy	Model Adult Literacy Classes	J. T. Okedara
*30B/1-43		Higher	Correspondence Education	J. T. Okedara
*30C/1-31		Higher	Remedial Education	J. T. Okedara
*30D/1-24		Health	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*30E/1-28		Professional, Other	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
30F/1-20		Workers	Workers' Education in Nigeria	P. N. C. Ngwu
30G/1-40		Workers	Women Education in Oyo State, Nigeria	C. A. Okedara
31A/1-15	NORWAY	Professional, Other Higher	NKS School of Management (Correspondence School)	Tore Aksjoberg
*33A/1-35	PORTUGAL	Agriculture	Management Groups as a Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27		Agriculture	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	ST. LUCIA	Agriculture	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
34A/1-19	SAUDI ARABIA	Literacy	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed, A. Al Sunbul
36A/1-8	SWEDEN	Literacy	Basic Education for Adults in Sweden	Per Olof Thang
36B/1-21		Higher	Distance Education at the Univ. Level	Birgitta Willen
36C/1-10		Secondary Overview	Perspective on Municipal Adult Ed.	Robert Hoghielm
36D/1-13		Workers	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9		Workers	Labor Market Training in Sweden	Per Olof Thang
*36F/1-9		Citizen	Popular Education in Sweden	Lars Arvidsson
*37A/1-8	SWITZERLAND	Professional, Tech.	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
38A/1-25	TANZANIA	Agriculture	Training for Rural Development	Aida Isinika
*40A/1-42	UNITED KINGDOM	Health	Heartbeat Wales	Donald Nutbeam
41A/1-7	U.S.A.	Agriculture	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30		Agriculture	Coop. Ext. Service (National)	William M. Rivera
41B/1-16		Citizen	Natl. Issues Forum	Alan B. Knox
41C/1-21		Citizen	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
41D/1-9	U.S.A.	Disadvantaged	YWCA Refugee Program	Linda B. Knox
41E/1-15		Higher	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
41F/1-25		Literacy	Adult Basic Education	Alan B. Knox
41G/1-13		Health	Alcoholics Anonymous	Alan B. Knox
41H/1-28		Professional, Tech.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
41J/1-11		Workers	Credit Union Staff Development	Alan B. Knox
*41K/1-11		Literacy	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11		Literacy	Libraries and Literacy--Weirton	Debra W. Johnson
*41N/1-7		Professional, Other	Helping Stock Brokers Cope with Stress	Alan B. Knox
42A/1-17	U.S.S.R.	Other	ZNANIE Society	Yuri Fishevski
42B/1-9		Professional, Tech.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
45A/1-16	YUGOSLAVIA	Agriculture	Vet. Ed. in the Farming Population	Branko Rebesko
45B/1-15		Agriculture Professional, Other	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45C/1-13		Family Health	Nutrition Education	Mara Rupena Osolnik

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45D/1-11	YUGOSLAVIA	Literacy	Basic Adult Education	Radivoje Kulic
45E/1-27		Literacy Professional, Other	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10		Literacy Workers	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29		Workers	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19		Workers	Self Management at Worker's Universities	Milka Oljaca

CASE DESCRIPTIONS - BY CATEGORY

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
2A/1-26	Agriculture	AUSTRALIA	Farm Manage. Home Study Program	Barry O'Neill
4A/1-11	Agriculture	CAMEROON	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18	Agriculture	CAMEROON	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba
*7A/1-29	Agriculture	CHILE	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12	Agriculture	CHILE	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
15A/1-11	Agriculture	GERMANY	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
22A/1-14	Agriculture	IRELAND	Certification in Farming	Michael Hassett
*33A/1-35	Agriculture	PORTUGAL	Management Groups As A Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27	Agriculture	PORTUGAL	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	Agriculture	ST. LUCIA	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann
38A/1-25	Agriculture	TANZANIA	Training for Rural Development	Aida Isinika
41A/1-7	Agriculture	U.S.A.	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30	Agriculture	U.S.A.	Coop. Ext. Service (National)	William M. Rivera
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2Q/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
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5B/1-16	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
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*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
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*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
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41B/1-16	Citizen	U.S.A.	Natl. Issues Forum	Alan B. Knox
41C/1-21	Citizen	U.S.A.	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll
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*36F/1-9	Citizen	SWEDEN	Popular Education in Sweden	Lars Arvidsson
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*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
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22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
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2K/1-22	Health	AUSTRALIA	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt

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*30D/1-24	Health	NIGERIA	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
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*6D/1-8	Higher	CHINA	A University Without Campus	Lin Jun
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*25C/1-20	Higher	JAPAN	The Founding of a University for Senior Citizens	Takashi Fukuchi
*30B/1-43	Higher	NIGERIA	Correspondence Education	J. T. Okedara
*30C/1-31	Higher	NIGERIA	Remedial Education	J. T. Okedara
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2M/1-15	Leisure	AUSTRALIA	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow

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*2Y/1-2	Literacy	AUSTRALIA	Adult Migrant Education	William McGrath
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5F/1-10	Literacy	CANADA	East End Literacy	Elaine Gaber-Katz
5G/1-45	Literacy	CANADA	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
*5L/1-13	Literacy	CANADA	International: Literacy and Development	James A. Draper
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21B/1-4	Literacy	INDIA	Punjab Association	R. Jayagopal
*23B/1-6	Literacy	ISRAEL	Comparative Analysis of Literacy Education	Rachel Tokatli
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*29R/1-28	Literacy	NETHERLANDS	Language School for Refugees	E. Stark
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*41K/1-11	Literacy	U.S.A.	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11	Literacy	U.S.A.	Libraries and Literacy--Weirton	Debra W. Johnson
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*9B/1-12	Other	CZECHOSLOVAKIA	House of Culture and its Function in Adult Education	Pavel Hartl

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22K/1-11	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
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6B/1-25	Overview	CHINA	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan
*6C/1-6	Overview	CHINA	Adult Education in Beijing Municipality	Fu Youren
*6F/1-40	Overview	CHINA	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
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*2Z/1-11	Personal	AUSTRALIA	Self-Help Adult Education: Univ. of the THird Age	Rick Swindell

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*20A/1-19	Personal	HUNGARY	Protecting Our Environment	Mihaly Sari
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
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24H/1-6	Personal	ITALY	University of the Third Age-Orvieto	Lucio del Corno

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*29S/1-17	Personal	NETHERLANDS	Assertivity Course	G. Nijhof
*29T/1-18	Personal	NETHERLANDS	Pre-Retirement Education	B. van Straalen-van Waard
2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
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22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
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13H/1-5	Workers	FINLAND	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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*29V/1-18	Workers	NETHERLANDS	Management and Computer Education for Re-entry Women	E. Stark
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A WORLD PERSPECTIVE
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Face Sheet
World Perspective on Adult Education

JUN 9 1987

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

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City or Town Riyadh State or Province Saudi Arabia

Nation Saudi Arabia

2. Check whether this case is based on

(✓) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

Illiteracy Eradication and Adult Education

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). Literacy

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

Mininstry of Education and other Agencies

6. Basic characteristics of service area

A. 2.25 million S. K. M. geographic size (such as square miles or kilometers)

B. 10 millions population (number of people living in area)

C. All urban/rural (density of population)

D. _____ worldwide

7. Year(s) covered by the case description 1970 - 1985

Illustrative Case
Saudi Arabia - Literacy

A World Perspective

A- Setting

- Introduction: Inspired by its Islamic teachings and specific nature education has always been a major thrust in the Muslim world, particularly, the Arabian Peninsula, which is considered the cradle of Islam *(4).

Mosques were, for centuries, the centers for literacy education, and the Holy Koran was the main textbook of instruction.

- The modern history of illiteracy and adult education in Saudi Arabia *(4).

1. In 1949, the Ministry of Education opened up a number of literacy evening schools in selected urban areas. They used the day-time schools for this purpose. The Ministry of Education gave all responsibilities pertaining to literacy efforts to the Elementary Education Department.

2. In 1954, the Ministry of Education formed a special administration for "Illiteracy eradication and adult education", called General Culture Department, to plan, supervise and follow up all programs of illiteracy eradication and adult education in the Kingdom, and to monitor all evening literacy schools.

3. In 1977, the Department of General Culture became known as the Department of Adult Education and Illiteracy Education.

4. In 1985, that department became known as the Supreme Trust of Adult Education *(2).

In this respect, with the implementation of First Five Year plan in 1970, the status of adult education became a public mandate which was re-emphasized in 1972 by the King's Royal decree M-22. This Royal decree called for the use of all ministries to eradicate illiteracy under the central coordination of Ministry of Education *(4). Consequently, a netweork of evening literacy centers were established in most towns and villages in all geographical areas.

It is clear from the former introduction that, in general, there is only one formal, unified program for the eradication of illiteracy and adult education in the Kingdom of Saudi Arabia, sponsored by the government and carried out, mainly, by the Ministry of Education and the General Presidency of Girls Education through out the country in urban, rural and nomadic areas.

The magnitude of the illiteracy problem *(3)

1. In 1972, it was estimated that 75% of 10 years old and above were illiterate, out of 7 millions, the whole population of the Kingdom - 60% of males and 90% of females.

2. In 1982, the Ministry of Finance and National Economy estimated the rate of illiteracy between 15 years old and above as 28.9% for males and 69.2% for females with an average of 48.9% for both sexes.

The government plans for the eradication of illiteracy and adult education

1- The first five-year plan from the year 1970/1971 to 1975/1976.

2- The 20-year plan is divided into two 10-year plans, the first of which extends from 1975-176 till 1984-1985

The first five-year plan and the first half of the 20-year plan have been applied and would be discussed later.

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The First Five-Year Plan of Illiteracy Eradication and Adult Education (1970/1971 to 1974/1975)

This plan aimed at the eradication of illiteracy of 326,535 individuals, teach them and make good citizens out of them.

The achieved figures were 289859, so the percentage achieved was 88.8% which is a very high percentage in the light of the fact that it was the first plan to be implemented.

Comparison between goals and achievements in the first half of the Twenty-year Plan *(3)

If we compare the desired figures of eradication of illiteracy in the first ten years (from the academic year 1975-1976 to the year 1984-1985) of the twenty-year plan with the figures of male and female learners resulting from the efforts of concerned authorities in the Kingdom, we come to the following conclusion:

Table (1)

Type	Desired No.	Achieved No.	Achieved Percentage
Males	899,100	820,155	91%
Females	902,138	443,731	49%
Total:	1,801,238	1,263,886	70%

So, the percentage achieved between males was 91% and between the females was 49% with an average percentage of 70% between two sexes.

This percentage is considered to be high and good if we take into account that this was achieved during the period when the basic foundation for the development and economic prosperity was being laid and the usual materialistic gain should be considered by thinking of the illiterate rather than any other consideration.(1)

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Table (2) The number of learners, completed the illiteracy eradication program during the first 5-years of the 20-years plan (1975/1976 to 1979/1980) *(3)

Concerned Authority	Schools	Classrooms	No. of Learners (M)	(F)	Total No. of Male and Female Learners
Ministry of Education	8,185	17,674	36,185	-	361,085
General Presidency of Girls Education	6.911	20,662	-	284,163	284,165
Presidency of National Guard	176	717	17,034	-	17,034
Ministry of Defence and Aviation	136	733	18,845	1,489	20,334
Ministry of Interior	194	751	11,890	-	11,890
Other Agencies	1	1	295	-	295
Total	15,603	40,543	409,149	285,652	694,801

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Table (3): The number of learners, completed the illiteracy eradication program during the second 5-year of the 20-years plan (1980/1981 to 1984/1985) *(3)

Concerned Authority	Schools	Classrooms	No. of Learners (M)	(F)	Total No. of Male and Female Learners
Ministry of Education	8,843	22,108	347,247	-	347,247
General Presidency of Girls Education	3,591	11,041	-	158,079	158,079
Presidency of National Guard	127	490	11,266	-	11,266
Ministry of Defence and Aviation	163	1,063	26,390	-	26,390
Ministry of Interior	244	1,011	13,679	-	13,679
Other Agencies	205	479	12,424	-	12,424
Total:	13,173	36,192	411,006	158,079	569,085
The General Total of:					
- The first 5-years	13,173	36,192	411,006	158,079	569,085
- The second 5-years	15,603	40,543	409,149	285,652	694,801
	28,776	76,735	820,155	443,731	1,263,886

Table (2) and (3) show the share of different authorities in illiteracy eradication and adult education efforts, in number of classes, schools and learners. It is evident from these figures that there is a steady increase in the classes, schools and learners, in the second five-years of the plan comparing it with the figures achieved in the first 5 years of the plan which indicates the success of the plan. The total number of learners for both males and females is big and, if they were educated well, the benefit would be enormous for the individuals and the society. More information is needed to explain these figures qualitatively.

Table (4)
Quantative Development of Literacy in Saudi Arabia *(4)

Year	Learners	Schools	Classrooms	Budget
1969-70	42,547	613	1,647	2,810
1970-71	42,973	617	1,713	2,940
1971-72	46,362	632	1,792	3,140
1972-73	55,115	768	2,181	14,323
1973-74	71,916	926	2,814	16,160
1974-75	99,673	1,245	4,252	19,190
1975-76	95,341	1,743	5,107	48,339
1976-77	99,352	2,147	6,127	77,097
1977-78	106,029	2,515	7,144	113,126
1978-79	121,549	2,966	8,197	NA
1979-80	142,370	3,357	9,334	NA
1980-81	136,103	2,991	8,070	99,224
1981-82	146,192	3,307	8,118	84,489
1982-83	139,201	3,227	8,378	85,340

Budget Figures are in thousands
NA= Not Available

Table (1) shows the number of participants served by the Ministry of Education and other sponsoring agencies for 14 years from the year 1969-1970 till the year 1982-1983. It is evident from this table that the numbers of Learners (males and females), schools, classrooms, have been increased almost regularly. The budget (*) was increased too, from 2,810,000 S.R. in 1969-1970 to 85,810,000 in 1983-1984. The number of learners increased from 42,547 in 1969-1970 to 139,201 in 1982-1983. In general, all columns show steady and continuous

(*) The budget amounts are only for the Ministry of Education schools

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growth. It seems that the total enrollment has been stable for the last four years. Most of the incoming participants are illiterate. Although there is a lack of follow-up studies of learners who completed the programs. But, beside personal gains to the learners, for sure, the society also benefits from it a lot. A considerable number of particpants drop out every year without completing the full program for different reasons.

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B. OUTCOME

1- GOALS

The goals of Literacy and Adult Education in Saudi Arabia *(1), (4)

Educational goals in Saudi Arabia take into consideration the Arabic and Islamic traditions of the People.

There is a saying by the Prophet Mohammed that "Seek knowledge from cradle to grave".

The current educational policy in Saudi Arabia states that the purpose of education, including literacy education, is "to have the student understand Islam in a correct comprehensive manner, to plant and spread the Islamic creed, to furnish the student with values, teachings, and ideals of Islam, to equip him with the various skills, and knowledge to develop the society economically, socially, and culturally, and to prepare the individual to become a useful member in the building of his community".

II. Ministry of Education's Objectives in regard to Adult Education

1. To take the teaching of adults as a means to eradicate illiteracy, raise the standard of living among the citizens and help them to adjust themselves to the changes that have taken place in society.

2. To encourage the people to understand the development that has taken place in society and in the means of living, and to accept and contribute to them and recognize the role to which they contribute.

3. To provide each and every citizen with a means to assist him in understanding the society in which he lives, and to play his role in bearing the responsibilities of social life.

4. To teach adults how to spend their leisure time in a beneficial way for them and for their country.

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2. BENEFITS

Because it is a unified program, applied through out the Kingdom, a big number of participants, males and females, enroll every year(*). In the year 1983/1984 there were 66023 males and 58365 (2) registered in illiteracy and adult education evening schools. These figures reflect the great demand and response of the people towards the program. Many of the incoming participants have very low levels - if none - of education and literacy, and many of them drop-out without completing the program; but actual figures of them are not available. Page (3) shows that 1595421 completed the program within 15 years (table 1).

Characteristics of Adult Learners in Saudi Arabia *(5)

Conducting of research is needed to find out the kind of adult learners who participate in remedial education activities.

The only statistics the Ministry has, show the distribution of participants according to their ages and occupations in Riyadh Educational Administration. According to that study, an adult learner is likely to be: (1) 21-25 years of age and (2) usually works as a soldier or a broker.

It is of great importance to first discuss some of the characteristics of adult learners in Saudi Arabia in order to have a better view of what those learners are and how those characteristics might contribute in creating difficulties in those programs and how to contribute and how to tackle such problems for a better solution.

1. The adult learner in Saudi Arabia joins adult education programs for the purpose of achieving and fulfilling his needs and desires which are usually limited in nature, and would like to accomplish them very soon.

2. The adult learner is usually eager to get the benefit from the program as soon as possible.

3. He/she does not accept changes easily and is not quite flexible in thinking.

(*) Those who are allowed to join the program, should be between the age of 8 years and 3 months, and 45 years, not attending any day-time school.

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4. He/she has many experiences which are different in size and depth from those of young learners.

5. Some of the adult learners lack self-confidence.

6. He/she is very sensitive.

7. He/she usually holds their belief firmly and are very proud of their traditions.

8. He/she has social and economic responsibilities.

9. He/she needs more time than young learners to acquire new experiences.

10. He/she does not accept being treated as a child.

11. He/she like to cite examples from his/her own experience during the educational process.

12. He/she easily feels tired and loses interest specially during studying.

13. He/she is usually motivated to learn so as to get a better job or an increase in salary and/or promotion.

14. He/she experiences difficulty in expressing his/her thoughts.

15. He/she has different views of values and goals from those of educated and rich people.

Problems Facing Adult Education Saudi Arabia *(4)

Due to the fact that the history of adult education in Saudi Arabia is of a limited period, referring as far back as only 1964, the following problems are frequently encountered by principals, teachers and also learners in these programs:

1. The high rate of drop-outs from adult education programs.

2. The high rate of absenteeism and negligence of assignments.

3. The lack of consideration of individual differences among learners which might be due to the lack of training of the teachers themselves in the field of adult education and lack of knowledge of the psychology of adult learners.

adult education and lack of knowledge of the psychology of adult learners.

4. The inappropriateness of the programs presented to the needs and desires of adults.

5. The need for teachers to know the actual motives of learners to learn.

6. A lot of teachers and participants of adult programs do not have sufficient knowledge of learner's problem.

7. The inadequacy of the curriculum and textbooks to adult learners.

8. The inappropriate length of the time of study of the psychology of adult learning.

9. The lack of audio-visual aids appropriate for adult learners.

10. The unavailability of necessary buildings, furniture, and other facilities such as ventilation, air-conditioning, light, water, etc.

11. Because regulations do not allow the opneing of new classes unless more than 35 students are available, the problem of mixing young learners together with adults in some classes exists which results in adults refraining from continuing to come to class.

12. The age of the teachers, mostly young, hinders the continuing of adults to learn. Most teachers in adult programs are young in age; adult learners find it difficult to deal with them.

13. The directors of such programs lack the sufficient experience in school administration and the adequate guidance from the authorities responsible for adult education programs.

14. The great sensitivity of adult learners and their fear of failure.

15. Some school districts ask school principals to recommend those teachers who would like to teach adult programs, yet they do not take these recommendations into consideration and appoint other teachers which results in not selecting those experienced teachers who express their desire to teach adults.

16. Educational inspectors have a limited role in guiding teachers and improving their proficiency.

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Their activity is usually confined to observing the progress of the course and attendance and absenteeism.

17. Evaluation of teachers of adult education is not as important as that of regular teachers.

C- Process

1- Planning

The Ministry of Education formed a Higher Commission of Literacy Education, (1972) to set literacy compaign policies and plans and to conduct periodical follow-up studies to guarantee the implementation of these policies and plans, so it is a central planning policy. Day-time schools with its facilities are used as evening schools for literacy and adult education.

The needs assessment process is not yet done in general, but certain needs for females, for example, are considered in planning the programs. Periodical evaluation of the program is carried out, but more serious research in this respect has to be done.

2- Methods

Almost all illiteracy and adult education teachers, in Saudi Arabia, are drawn from day-time primary schools, as such, these teachers lack the necessary knowledge, skills, attitudes, and experience that would enable them to deal effectively with illiterate adult learners. The Ministry of Education established the National Center for Adult Education to serve as a training center of those teachers. Other steps were taken in this respect, but the majority of those teachers did not receive any training. The methods used in teaching, does not differ from those used with youngsters. New methods, that suit the adult, should be practised. Many problems encourntered in this respect are presented on page (11).

3- Improvement

Evaluation of the program by teachers and supervisors should occur periodically to improve it, but it takes long time to achieve such end since the program is general.

4- Participation

The participants are encouraged to enroll in the program, free of charge. Table (4) shows the enormous enrollment every year of the plan (p.7), responsible officials speak to the public on T.V. and radio, and other media to encourage them to participate in the program, explaining to them the benefits they get from joining and completing the program.

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D- INPUT

1. Participants

Thousands take part in the program each year (Table 4 shows their numbers). The participants are mostly from 8years and 3 months to 45 years age group. However no statistics are available about their socio-economic level and even character. Nevertheless, chacacteristics of adult learners in Saudi Arabia are presented on (p.12).

2. Needs

No studies are available to illustrate such needs but it could be assumed that a high percentage of adults are functionally illiterate.

3. Staff

Almost, the staff members, supervisors and others are drawn from day-time schools working on part-time basis.

4. Content

Curriculum Development * (3), (4)

In 1949, when the Ministry of Education opened up a number of literacy schools in the kingdom, the day-time elementary school curriculum was utilized. The duration of literacy programs was 6 years. Later, in 1963, it was reduced to 4 years.

The 4 years were divided into a combating and a follow-up stage, each running for 2 years. New curriculum came into being for the combating stage. However, students at the follow-up stage continued using fifth and sixth grade elementary school textbooks. In 1971, a new literacy curriculum came into being for both combating and follow-up stages. Socioeconomic, technological, and educational changes that have taken place in the kingdom during the last 15 years require changes and modifications in literacy curriculum.

Nevertheless, the current literacy program is divided into five main areas. These areas are the Islamic sciences (Koran and Recitation, Philology and Morality, and Hadith "Prophet Mohammed sayings"). Arabic language (writing, reading, dictation, composition, and grammar), social sciences (history and geography), math (arithmetic and geometry), and general sciences (health education and agriculture). Program emphasis is placed on the Arabic language, Islamic sciences, math, general sciences, and social sciences respectively. Students in

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the combating state (first 2 years) spend a total of 15 hours per week in attendance whereas students in the follow-up stage (last 2 years) spend a total of 18 hours. Upon successful completion of both stage, the content of the program is, partly, different for females to suit their needs, the adult learner is awarded the elementary school equivalency degree and is rewarded with SR. 500, which is the equivalent to 150 United States dollars.

5. Finance

The Ministry of Education and other agencies concerned finance the program.

6. Facilities

Equipment, materials and other facilities are provided by the authorities concerned.

7. Evolution

Saudi adult education scholars are now stressing the importance of integrating more functional literacy goals in the current system so as to tie in literacy programs with development efforts. For example, a functional literacy model has been developed that meshes with the needs and values of Saudi Arabia. Basically, this model consists of 12 broad goals: religious, basic literacy, health, vocational, communication and human relations, survival, home-management, continuing education, social integration, civic literacy, intellectual, and entertainment. Each goal is divided into more specific subgoals. It is hypothesized that the achievement of the proposed goals would eventually produce functional literate adults. Unfortunately, these goals are not yet achieved.(*4)

G- OTHERS

Recommendations *(4):
In the light of the former discussion of the problems facing adult education Saudi Arabia, the following recommendations are suggested, in order to cope with the existing problems and any other potential problems that might occur in the future.

1. Revision of the curriculum of adult education programs and improving them in order to meet the needs and desires of adult learners.

2. Addition of the major of Adult Education in teacher training institutes, junior colleges, and colleges of education to prepare qualified teachers for adult education programs.

3. Emphasizing the psychological factor of adult learners in the training programs of teachers of adult education.

4. Studying problems that face adult programs directors and proceeding to solve them.

5. Establishing continuous training programs for directors, teachers, and other employees in the field of adult education in cooperation with colleges of education in Saudi Arabia.

6. Consistent updating of adult education programs to cope with changes that take place in other educational fields and the utilization of new methods and facilities in teaching adults.

7. Selecting appropriate teachers for adult education programs among those who are qualified enough and have the interest of teaching adult learners.

8. If viewed as a continous potential jeopardizing factor of learning, mixing young learners with adults should be stopped. Separate classes for adult learners should be provided in order for them to maintain their identity as adults.

9. Selecting appropriate buildings for adult education programs and equipping them with the necessary furniture and other facilities.

10. Stressing the evaluation of adult programs as a necessary factor in improving those programs which will lead to better results. These evaluation phases should be frequently held.

11. Educational inspectors should extend their activities to include besides observing the progress of the course, attendance of teachers in schools of adult education.

Conclusions:

Illiteracy is one of the most serious problems facing the Ministry of Education. The Ministry recognized that a large percentage of the people have not had access to any education. To ignore them causes unbalance in the society and makes understanding between the citizens difficult and adversely affects the value of national education. A two-pronged attach for eradication of illiteracy from the country has been in progress throughout the previous fifteen years. In the first instance increased facilities for elementary education has been cutting at the very root of

illiteracy and, secondly, extensive drives to educate the illiterate adults have been made on a counting basis.

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A WORLD PERSPECTIVE:
AN INTERNATIONAL COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS FOR ADULTS

Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

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NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

A. Purposes of project: to prepare a report that will enable adult educators around the world:
   1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
   2. understand ways in which such programs function in the society in which they occur.
   3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.

B. The basic method of the project is in two parts, descriptive and analytic.
   1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
   2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
      a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
      b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
   3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
   4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that functions under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.

B. Outcomes
   1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
   2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

C. Process
   1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
   2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).

D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
   1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
   2. Needs (indication that a problem or educational need existed that the program should address)
   3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
   4. Content (major subject matter fields)
   5. Finances (money and in-kind support from any source)
      To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
   6. Facilities, equipment, materials
   7. Other (including feedback regarding outcomes that influence inputs and process)

E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.

F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
   1. Positive influences that help or contribute to the program's effectiveness or success.
   2. Negative influences that hinder or make it difficult for the program to be effective.

G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.